DOCUMENT RESUME

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ABSTRACT

The teacher education learning module described here focuses on interpersonal relationships, and the objective is to increase teacher competency in self-awareness, self-assessment and introspection, and the ability to become meaningfully involved in interpersonal and organizational relationships. The program is comprised of a series of personal inventories, seminars, games, and other activities. Information is provided here on the purposes and content of the program as well as activities and resources. A critique, ordering information, and a history of development are also included. (DS)

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ED166187

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INTERPERSONAL GROWTH (FHR 002.01) (a module from the series: Facilitating Human Relations)

Publication Date(s): Revised November 11, 1971

Intended Users: The developer implies that this module is for use by pre-service and inservice teachers in all subject areas.

Grade Level(s): Elementary, middle, secondary school

Number: Group

Primary Focus: This program prepares one to interact effectively with others. The program is comprised of a series of personal inventories, seminars, games, and other activities.

School subject(s) and/or inservice topic(s) covered:

The program does not deal with any specific school subject. The inservice content is a series of activities aimed at developing interpersonal relations.

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What participant does in using the materials:

The participant prepares for and participates in individual and group activities which would require between 30 and 50 hours for completion. A facilitator prepares and participates in the group activities; this would require from 60 to 80 hours.

Resources:

The resources for this program are well-documented when not included as materials in the module. Resources which are listed but not included are taped lectures and speeches, films, printed material, and a personal inventory. Included resources are questionnaires, inventories, instructions for games, discussions, and other activities.

Describer critique:

The describer views the program as well sequenced and well thought-out. It would be a valuable experience for all teachers--but especially those teachers of minority students--provided qualified, professional facilitators are available.

M70 Teacher:teacher interaction - (MCE) human relations - (TS) games/simulations/role play TD

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1.0 PURPOSES:

Rationale

The developer states, "The great issue concerning us as a civilization is how man can live in peace and harmony. Much of the answer lies in man's ability to cooperate and to interact harmoniously and productively with other men. Prerequisite to that effort is the ability of each one of us to evaluate our interpersonal relationships with others."

Goals

The goals, as stated by the developer, are, "to train and retrain for human relations endeavors: i.e., to learn the skills essential to self-perception and to successfully interact with others."

Objectives

The developer states the following objectives: "Participants will demonstrate an increased competency in self-awareness, self-assessment and introspection, and the ability to become meaningfully involved in interpersonal and organizational relationships."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The following components make up the product, Interpersonal Growth:

1. Module (28 pages) - includes: prospectus, flow chart, steps for completing module, description of enabling activities, post assessment and remediation, FIRO-B questionnaire.
2. Printed material - "Cognition of Being in the Peak Experiences," a speech by Abram Maslow

   - "Body Talk"

   - "The Personal Orientation Inventory," is an inventory for the measurement of self-actualization potential, assessment of personal strengths and weaknesses with group discussion, feedback, self-assessment.

   Human Teaching for Human Learning: An Introduction to Confluent Education (book) by George I. Brown.

   "3 FIRO-B Questionnaire" (from the book, Interpersonal Underworld, by William C. Schutz, Science and Behavior Books, Palo Alto, 1966).
3. Audio-Visuals and Games - "Personal Adjustment" (5 audiotapes by Carl Rogers) - 'Sharing Something of Yourself', 'The Place of Feelings & Emotions', 'Is it Possible to be Yourself', 'The Struggle to Become a Person', 'What are the Goals of Life.'

   "Body Talk" is a non-verbal game of expressing and reading feelings that includes the development of non-verbal communicative skills and the development of awareness of the body's non-verbal statements and how they enhance communication.
4. Optional materials
   a. "Gestalt Therapy" (nine 16mm films by Fritz Perls). These films cover awareness of self and personal function in relation to the external world. They define both existentialistic and Gestalt philosophies of living and existing in the now.
   b. "Maslow and Self-Actualization" (2 films by Abram Maslow). #1 - Honesty and Awareness, #2 - Freedom and Trust.
   c. "How to Build Productive Work Teams," "The Postulate of Group Development," "The Interpersonal Underworld," "Firo: A Three Dimensional Theory of Interpersonal Behavior" (all chapters from the book by William C. Schutz, Interpersonal Underworld, published in Palo Alto by Science and Behavior Books, 1966.

Sequence

The sequence for completing the program is emphasized by a flow chart contained in the module. There are no prerequisites for this course.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The activities include making personal inventories, doing readings, viewing films, listening to tape recordings; participating in games, small group sessions, and seminar discussions. It is expected that participants will interact quite often with others during these exercises; reliance on others' perspectives is an important part of this program. The instructor should be a qualified human relations facilitator.

3.2 Help given in use of product:

Although the instructor must be specifically qualified to facilitate this program, all aspects of the activities are well documented, making the administration of the program clear and easy.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

This program uses many self-tests, personal inventories, and questionnaires at all stages. Final evaluation of progress is done by the participant, peers, and facilitator.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The resources for this program are either documented or are included in the course materials. The learner must spend approximately 30 to 50 hours in preparation for and participation in the required activities. The facilitator, initiated to this particular program, would have to spend approximately twice that amount of time in preparation for and participation in the course activities. Much of this course requires participation in activities with others; that is, a good amount of seminar or workshop time is required.

5.2 Distributor name/address:

School of Education
Pepperdine University Book Store
8035 South Vermont Avenue
Los Angeles, California 90044

(213) 971-7723

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
FACILITATING HUMAN GROWTH - Total $66.75+				
28-page booklet	1.50		1/participant	yes
Additional components, ordered elsewhere:				
"Body Talk" (game), Psychology Today Games, PO Box 60278 - Terminal Annex, Los Angeles, CA 90060			1/group	yes
"Cognition of Being in the Peak Experiences" and "Body Talk", Resources Center, School of Education, Pepperdine University			1/participant 1/participant	
"The Personal Orientation Inventory" Educational & Industrial Testing Service, PO Box 7234, San Diego, CA 92107	$3.75 and/or $10.50*		1/participant	no
Human Teaching for Human Learning ... by G. Bacon - The Viking Press, 625 Madison Avenue, New York City, NY 10022, (212) 755-4330	$8.50 (hardcover) $3.50 (softcover)		1/participant	yes
"Personal Adjustment" (5 tapes/$9.50 each - $47.50 total) Instructional Dynamics, Inc., 450 E. Ohio Street, Chicago, IL 50511 (312) 943-1200			1 set/group	yes

*$3.75 is for a specimen set (includes one copy of the test, an answer sheet and a manual); $10.50 is for 25 copies of the test.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The principal developers were Drs. Patricia Heffernan - Cabrera and William J. Tikunoff. Heffernan-Cabrera is currently Dean for Development, School of Education, Los Angeles, California. She has taught grades K-12, in graduate school, as well as on educational television, all of which represent 30 years of teaching experience. Tikunoff is currently with the Far West Laboratory for Educational Research and Development. He has had 20 years of experience teaching at the secondary level and has worked with numerous teacher training workshops.

6.2 How developed and when:

This product was developed in response to the need--in 1969--to develop better skills in human relations. Field tests were conducted, resulting in revisions. This program was the first time that the subject of interpersonal relations was directed toward inservice training.

6.3 Evidence of effectiveness with users:

Field testing was conducted on 250 - 300 teachers in California. This program, according to the developers, has had a very low attrition rate among participants. No specific data is available on user effectiveness.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The describer believes that this program is well-suited to accomplish its stated purpose. The program is usable with practically all persons who are interested in facilitating improved interpersonal relationships. The module is mimeographed. The tapes and films required for completion of the course were not available for review of technical quality.

Content accuracy/social fairness/community acceptance issues:

The material appears to reflect current knowledge regarding interpersonal relationships and the workings of groups. Though controversy often pervades discussions regarding the value or appropriateness of programs which attempt to improve interpersonal relationships, this program seems to take a measured approach using basic and well-founded resources such as Maslow and Rogers and avoiding the avante-garde.

Overall summary/comment:

This program uses what seems to be valuable, appropriate activities to effect interpersonal growth. The activities are well-sequenced, and the relationship of one activity to another is made clear to the users. The clarity of instructions is a definite advantage.

It cannot be over-emphasized that the leader must be a trained, professional, human relations facilitator.

GL-10/77